

PUBLIC PRIVATE PARTNERSHIP IN TVET: PANACEA FOR GRADUATE UNEMPLOYMENT AND WEALTH CREATION IN NIGERIA.

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ABSTRACT

The increasing number of unemployed youths in Nigeria has necessitated the need to carry out this study on the public-private partnership in Nigeria as solution to the increasing graduate unemployment. This study, a survey research design, sought to determine the strategies for effective PPP in TVET in Nigeria, the prospects of sustained PPP and the constraints to a successful PPP in TVET. Population of the study comprised of 145 lecturers from five tertiary institutions in South-East Nigeria and 125 industrial workers from 13 firms in the same South East, to give a total of 170 respondents for the study. Data was collected using questionnaire based on five point Likert scale. Data collected were analyzed using mean, standard deviation and Z-test statistic. Findings revealed no significant difference in the mean responses of lecturers and industrial workers on the strategies and prospects of PPP in TVET in Nigeria. Recommendations made include among others, institution of strong policy framework to guide and facilitate PPP, encourage private sectors to participate in PPP through provision of incentives such as tax rebate and insurance coverage for participants.

Keywords: Public, Private, Partnership, Technical, Vocational, Education, Unemployment

INTRODUCTION

Nigeria, with abundance of human and material resources, as evidenced by her position in the Organization of Petroleum Exporting Countries, OPEC, to be classified as one of the poorest countries in the world is to say the least, an aberration. Nwanegbo and Odigbo, (2013), stated that Nigeria is presently rated as one of the poorest nations in the world.

Technical Vocational Education and Training (TVET) according to UNESCO (2012), is a comprehensive term referring to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences, the acquisition of skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic

and social life. TVET is education designed to develop skills, abilities, understandings, attitudes, work habits and appreciations encompassing knowledge and information needed by workers to enter into and make progress in employment on a useful and productive basis (Olusanya, 2005 in Uka and Usoro 2015).

Annually, our universities and other tertiary institutions, churn out thousands of graduates from the faculties of vocational and technical education. Regrettably, most of these graduates do not possess the requisite technical and vocational skills that could transform them into innovative entrepreneurs that will be self-reliant rather, they add to the multitude of ever-increasing unemployed graduate youths roaming the streets of major cities seeking the unavailable white-collar jobs. This scenario is very unfortunate. The competitiveness in the industrial production and the demand for competent skilled labour, a consequence of globalization, has presented a need to the administrators of technical and vocational education to redesign strategies to make TVET relevant to the industrial needs by training and producing graduates who can fit conveniently in industry without re-training (Njoku, Anade and Chukwu 2015).

Wealth according to Pender, Marre and Reeder (2010), is the stock of all assets, and of liabilities that can contribute to the well-being of an individual or group. It is the abundance of valuable material possessions or resources, all material objects that have economic utility (www.mariamwebs2018). Wealth creation refers to the amassing of assets and property that is a surplus to the requirement for survival (<http://reference.com>), or Accumulation of assets (especially those that generate income) over a long period of time, (Farlex Financial Dictionary, 2012). For Nigeria to remain classified as one of the poorest nations in the world stems from her inability to judiciously mobilize, maximize and apply the potentials of the abundant human and material resources in a productive way.

Public-Private Partnership in Education according to Aina and Akintunde (2013) is a relationship in which the public (government) and the private organisations, voluntarily collaborate to achieve educational goals. The arrangement always specifies targets, responsibilities, priorities and feedback processes. It primarily involves sharing of resources, knowledge and risks between the two sectors for the benefit of the country. TVET-Industry partnership as stated by Njoku et al (2015), is an avenue for school and industry to relate effectively so as to improve teaching and learning, and also improve the curriculum to what the industry really wants in order to tackle technological changes. The partnership covers exchange of knowledge, expertise working culture, provision of money, facilities and work-place for students.

STATEMENT OF PROBLEM

The products of our TVET institutions as it is, find it very difficult to fit perfectly into the world of work in the industrial setup. This has greatly affected the productivity of industries and has serious consequence on self-reliance and job creation. Most industries has depended on expatriate skilled labour with consequent negative impact on cost of production, price of output and turnover rate and break – even point. The need therefore arises for both the industrial sector and institution to collaborate on how to break this chain of economic drawback and put the nation on a solid foot of economic progression. The problem of the study therefore, is to determine the impact of private-private partnership in TVET on wealth creation, with a view to create a synergy that will benefit the nation at large.

PURPOSE OF THE STUDY

The main purpose of this study is to determine the impact of public private partnership in TVET on graduate employment and wealth creation in Nigeria. Specifically, the study examined the:

1. The strategies for effective public-private partnership in TVET in Nigeria.
2. The prospects for sustained Public Private Partnership in TVET
3. The constraints to the Public Private Partnership in TVET in Nigeria.

RESEARCH QUESTIONS

The study was guided by the follow research questions:

1. What are the strategies for effective Public Private Partnership in TVET in Nigeria?
2. What are the prospects of sustained Public Private Partnership in TVET in Nigeria?
3. What are the constraints to a successful Public Private Partnership in TVET in Nigeria?

Hypothesis I

There is no significant differences in the mean responses of lecturers and industrial staff on the strategies for effective Public Private Partnership in TVET.

Hypothesis II

The responses of lecturers and industrial workers on the prospects of sustained Public Private Partnership does not differ significantly.

METHODOLOGY

The study was conducted using survey research design which was considered appropriate considering the characteristics of the population. The study was carried out in South East Nigeria. The population of the study comprised of 145 lecturers from five tertiary institutions in three of the five states in South East Nigeria. The lecturers are from the TVET departments and are all involved in student industrial work experience (SIWES) programme supervision. Also, 25 industrial staff from 13 firms in Anambra State , Enugu State and Imo State , were selected for the study to give a total study population of 170 respondents. The instrument for data collection was a 45 item questionnaire developed from literature. It was a 5-point Likert response option of Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). The instrument was validated by two expert lecturers in Measurement and Evaluation from Nnamdi Azikiwe University, Awka. Cronbach Alpha reliability method was adopted to determine the internal consistency of the questionnaire items and a reliability coefficient of 0.89 was obtained. The data collected was analysed using mean and standard deviation to answer the research questions while Z-test statistic was used to test the null hypothesis at 0.05 level of significance. Items with mean rating of 3.0 and above was considered agreed, while items with mean rating below 3.0 was regarded as disagreed.

Research Question 1

What are the strategies for effective Public Private Partnership in TVET in Nigeria?

Table 1: Mean and Standard Deviation of the responses of respondents on the strategies for effective Public Private Partnership in TVET in Nigeria.

S/N	Item Statement	\bar{X}	SD	Remarks
1.	Promulgation of policies that will support increased private sector participation in TVET delivery.	4.51	0.86	Agreed
2.	Introduction of incentives that will enhance the public private partnership in TVET.	4.23	0.78	Agreed
3.	Establishing public private intervention fund scheme for TVET institutions.	4.08	0.67	Agreed
4.	Tax reduce tax for private sectors that participate in TVET program.	4.04	0.93	Agreed
5.	Ensuring industrial demand driven programmes in TVET institutions.	4.59	0.84	Agreed
6.	Collaboration with the private sector in developing pedagogy for TVET instructors.	4.16	0.90	Agreed

7.	Encouraging students and lecturers plant and field trips to industrial sites of private sectors participating in TVET programmes.	4.54	0.75	Agreed
8.	Organizing conferences, workshops, seminars and training for the staff of TVET institutions and participate private sector.	4.81	0.88	Agreed
9.	Enactment of enabling legislation to facilitate successful collaboration.	4.23	0.92	Agreed
10.	Providing insurance protection for participating private sector in TVET activities.	4.05	0.86	Agreed
11.	Collaborative research in relevant areas beneficial to the private sector.	4.11	0.74	Agreed
12.	Involving participatory monitoring and evaluation of TVET programmes in the institutions.	4.61	0.95	Agreed
13.	Government to promote the establishment and growth of more industries by providing enabling environment to facilitate that.	4.27	0.76	Agreed

Table 1 indicates that the industrial workers and the lecturers both agreed on the 13 area strategies for effective public-private partnership in TVET programme in Nigeria. Also, the standard deviation indicates that the responses do not differ much from the mean.

Research Question 2

What are the Prospects of Sustained Public Private Partnership in TVET in Nigeria?

Table 2: Mean and Standard Deviation of the Response of the Respondents on the Prospects of Sustained Public Private Partnership in TVET in Nigeria.

S/N	Item Statement	\bar{X}	SD	Remarks
1.	Greater job opportunities/employment prospects for the TVET graduates.	4.50	0.93	Agreed
2.	New employees adjust quickly and easily on the job without recourse to further induction course.	4.81	0.80	Agreed
3.	Increase in the number of participating private sector.	3.98	0.76	Agreed
4.	The products of TVET institutions will be more competent, skilled, practical oriented and ready for the job.	4.01	0.80	Agreed

5.	Enhanced private sector performance resulting from tax rebate and other incentives.	4.02	0.93	Agreed
6.	TVET institutions get acquainted with local and international vocational trends.	3.81	0.87	Agreed
7.	Utilization of cost effective techniques by TVET institutions in teaching and learning.	3.79	0.74	Agreed
8.	TVET training programmes will be consistent with the skilled labour market demand.	4.20	0.67	Agreed
9.	Research procedures, dept of research activities and the findings will be comprehensive and consistent with international standard.	4.41	0.89	Agreed
10.	Increased number of entrepreneurs	3.87	0.73	Agreed
11.	Reduction in the level of unemployment and vices associated with it	4.83	0.87	Agreed
12.	Improved per capita income and standard of living of the people.	4.66	0.68	Agreed
13.	Reduction in youth restiveness, sectoral agitations and more peaceful co-existence in the country.	4.80	0.74	Agreed

Table 2 showed that all the 13 prospects of sustained public-private partnership in TVET in Nigeria were agreed upon by both the lecturer and industrial worker respondents. The standard deviation indicates that the responses do not vary widely from the mean.

Research Question 3

What are the constraints to a successful Public Private Partnership in TVET in Nigeria?

Table 3: Mean and Standard Deviation of the Response of the Respondents on the Constraints to a successful Public Private Partnership in TVET in Nigeria

S/N	Item Statement	\bar{X}	SD	Remarks
1.	Lack of necessary incentives to attract the private into the partnership.	4.85	0.73	Agreed
2.	TVET institutions programmes not congruent with the private sector demands.	4.54	0.81	Agreed
3.	Non commitment of the private sector in meeting up with their obligations in the partnership.	3.83	0.60	Agreed
4.	Remissness of the TVET institution instructors to	4.62	0.82	Agreed

	combine practical and theory proportionally.			
5.	Poor remuneration of TVET institution lecturers.	4.34	0.61	Agreed
6.	Refusal of the private sector to take students for industrial service training.	4.00	0.85	Agreed
7.	No insurance protection for the private sector contributions in the TVET partnership.	4.47	0.62	Agreed
8.	No quality assurance system for the partnership to stem deviation from standard.	4.44	0.89	Agreed
9.	Poor infrastructural development for industrial growth and development.	4.63	0.77	Agreed
10.	Inadequate investment in the development of training infrastructures and facilities on the TVET institutions.	4.01	0.84	Agreed
11.	Lack of awareness about the public private partnership in TVET and its benefits.	4.35	0.76	Agreed
12.	Staff training and development in both the private sector and TVET institutions are not given priority.	3.52	0.81	Agreed
	No guidelines for proper monitoring and evaluation of the	4.91	0.86	Agreed
13.	programmes and activities of the TVET institutions by the private sector.	4.58	0.63	Agreed
	Non promulgation of necessary laws to guide the	4.65	0.76	Agreed
14	operations of the partnership	4.83	0.65	Agreed
	The partnership activities are not evaluated properly.			
15.		3.79	0.82	Agreed

Table 3 is the analysed data collected on research question 3. It indicates that the respondents agreed on the 15 item constraints to public private partnership in TVET in Nigeria as confirmed by their mean values. The standard deviation indicates that their responses do not vary widely from the mean.

Hypothesis 1

There is no significant difference in the mean responses of lecturers and industrial staff in the strategies for effective public-private partnership in TVET in Nigeria.

Table 4: Z-test result of the significant differences in the mean responses of lecturers and industrial workers on the strategies for effective public private partnership in TVET in Nigeria.

Workers	N	Mean	SD	Df	Z cal	Z crit 0.05	Decision
Lecturers	145	3.81	0.9603	168	1.871	1.96	Accepted
Industry	25	2.01	1.046				

Table 4 showed that the Z-calculated value of 1.87 is less than the Z-tab value of 1.96. Hence, the null hypothesis was accepted. The indication is that there is no significant difference between the mean responses of the lecturers and the industrial workers on the strategies for effective public private partnership in TVET in Nigeria.

Hypothesis 2

The responses of lecturers and industrial workers on the prospects of sustained Public-Private Partnership in TVET in Nigeria does not differ significantly.

Table 5: Z-test result of the significant difference in the mean responses of lecturers and industrial workers on the prospects of sustained public private partnership in TVET in Nigeria.

Workers	N	Mean	SD	Df	Z cal	Z crit 0.05	Decision
Lecturers	145	3.16	1.1372	168	1.923	1.96	Accepted
Industry	25	3.84	1.0642				

Result in Table 5 shows that the calculated Z-value of 1.983 is less than the critical Z-value of 1.96. The result is therefore not significant and the null hypothesis is accepted. Thus, there is no significant differences in the mean responses of lecturers and industry workers on the prospects of sustained public-private partnership in TVET in Nigeria.

DISCUSSION OF FINDINGS

The findings of the study in Table 1 show that all the items in the table were agreed upon by respondents in both sectors as strategies for effective public-private partnership in TVET in Nigeria. This is in agreement with the United Nations (UNO, 2015) MDG of developing a global partnership for development. Also, according to UNESCO (1996), exchange of knowledge and know how; joint undertaking of research and development projects, renewal and adaptation of teaching and learning programmes to suit production work are needed to strengthen TVET and Public-Private Partnership. Also, there was no significant difference in the mean responses of the lecturers and industry workers on the strategies for effective public-private partnership in TVET in Nigeria.

Findings in Table 2 on the prospects of sustained public-private partnership in TVET in Nigeria indicated that all the enlisted items were relevant. The lecturers and the industrial workers were all agreed on the prospects and the t-test result showed that there was no significant difference on the mean responses of lecturers and industrial workers on the prospects of sustained public-private partnership in TVET in Nigeria. This finding agrees with ACER (2010) who stated that business partnering with schools contribute to better vocational outcomes for students, including better access to training, industry-based expertise, recognized qualifications, better knowledge of occupational health and safety issues, and improved employability.

The findings of the study further identified some factors as constraints to public-private partnership in TVET programme in Nigeria. These include but not limited to poor motivation of the private sector in the form of incentives, insurance cover, no laws guiding the partnership, incongruence to TVET institution programmes to private sector demands, lack of knowledge of the partnership, no guidelines on monitoring and evaluation of the partnership.

CONCLUSION

It is evident that proper funding of the TVET programme in our institution if left for the government alone will negate the principles and objectives of TVET programme establishment. Therefore, there is every need to involve the private sector who at the end will be part of the beneficiary of the products of these institutions. It is therefore very necessary to provide a conducive environment for the partnership in TVET to thrive, most especially now that government funding of tertiary education in Nigeria does not meet the expectation of international standard. There is every need to update the infrastructural deficit of these TVET institutions through public private partnership.

RECOMMENDATIONS

The following recommendations are made based on the findings of this study:

1. Strong policy framework should be put in place to guide and facilitate the public private partnership in TVET programme.
2. The private sector should be involved in formulating and developing curriculum for the TVET institutions to factor in their skilled labour demand initiatives.
3. The TVET institutions should collaborate with the private sector in developing research into areas beneficial to the private sector.
4. Insurance protection and tax rebate should be provided for the private sectors participating in the partnership.
5. Appropriate organ of government should create awareness on the existence possibilities and benefits of the partnership.
6. Monitoring and evaluation of the partnership programme performance and progress should be encouraged to ensure effectiveness.

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